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ABSTRACT

The 1980 handbook defines parental involvement and elaborates on the functions and authority of parent committees. Funding sources which are most likely to require American Indian parent committees are identified as: Elementary and Secondary Education Act, Title I; Johnson-O'Malley; and Indian Education, Title IV-A. Information is provided on: getting parents involved, membership, local education agency responsibilities, parent committee responsibilities, federal requirements for parent committees, committee organization, bylaws, grievance procedures, activities of parent committees, training needs for parent committees, community involvement, and the use of volunteers. Examples of checklists for a meeting and for a needs assessment for parent training; a training assessment survey instrument; a questionnaire for assessing parent volunteer skills, attitudes, and knowledge of the school program; and a workshop evaluation form are provided. Appendices include sample bylaws, a suggested format for an agenda, and a sample of an actual grievance procedure. (AH)

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Handbook For Indian Parent Committees

Louise Miller
Sal Gelardi

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INTRODUCTION

The importance of education for a better life has long been recognized. Extensive efforts have been made to provide a good education for all students. Each year Congress appropriates funds for educational programs out of tax dollars, and allocates the money to local school districts to carry out educational programs, designed locally, to serve the unique and special needs of Indian students.

Along with federal dollars for education comes federal legislation that requires school districts to promote extensive parent and community involvement. The agency that administers the federal dollar at the local level further reinforces the parent involvement concept. School districts must show that parent committees have been established and have significantly been involved in the planning and design of that local program as well as in the determination of the resulting impact on students.

The concept underlying federal legislation requiring parent involvement is, the establishment of a cooperative partnership between parents and school personnel for increasing effectiveness of programs.

Clearly, without cooperation among all groups, programs will not net results necessary for the child to be successful in learning the academic and social concepts needed to succeed as an individual.

This book is a tool to define parental involvement and an elaboration of the functions and authority of parent committees.

VARIETY OF FUNDING AND SERVICES REQUIRING PARENT COMMITTEES

Almost every source of Federal funding for educational programs at the Local Educational Agency level requires parental involvement. Some funding sources will require a National Advisory Committee, as well as involvement at the local level.

Indian students are most likely to be served through one or more of the following funding sources. parents should make themselves aware of these sources of funding at their local school.

ESEA TITLE 1

Title 1 specifically provides assistance to local educational agencies serving areas with concentrations of children from low income families with special educational needs. Funds are channeled through State Departments of Education for allocation to local educational agencies.

It requires the establishment of an advisory council, composed with a majority of members who are parents of children served by projects assisted under this title. Also eligible to serve on the council, are teachers serving in a project area. The council may have members serving who represent children and schools who are eligible to be served, but are currently not participating.

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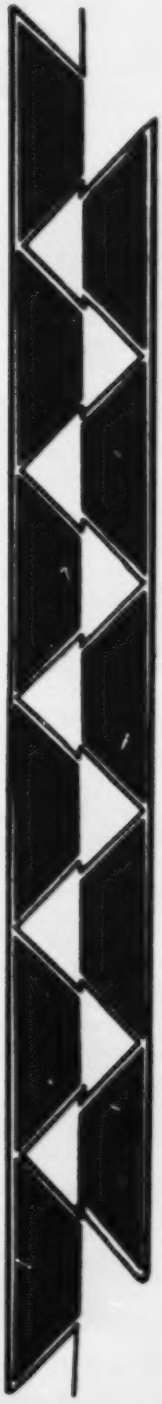
JOHNSON-O'MALLEY



This funding source is administered through the Bureau of Indian Affairs and provides supplemental educational programs to meet the special educational needs of Indian students from age 3 through grade 12. Participants must meet the Federal requirement of one-quarter blood quantum and a member of a Federally recognized Tribe.

Eligible funding agencies are; State Departments of Educations, Local Educational Agencies, Federally recognized Tribal governments, and Indian organizations. Funds are dispersed through the Bureau of Indian Affairs Area Office. It requires a parent committee composed of parents of children served by the funded program.

INDIAN EDUCATION, TITLE IV, A

Provides for funding of special educational or culturally related academic needs or both, for students who meet the definition of eligible Indian students. Grants are made directly to the local educational agency from the Office of Indian Education Programs in Washington, D.C.

Requires a parent committee of at least one-half who shall be parents of children enrolled in applicant school, and if a secondary school is in the applicant's program at least one secondary student shall serve. Others on the committee are chosen from teachers in the applicant school.

GETTING PARENTS INVOLVED

Beginnings of Parent Committees

The concept of parent involvement in the education of their children is a relatively new idea in the American educational system. The role of parents making educational decisions began to develop when the Federal Government began appropriating vast sums of money under various authorities, most prominent, the Elementary and Secondary Education Act, designed to serve under-achieving children from low income homes.

Growth of Parent Committees

Initially, Congress required that any Local Educational Agency who was granted Federal funds for educational programs guaranteed that school district officials worked with local community groups in designing the local program. However, by the mid 1970's almost every source of federally appropriated money for education required guidelines that mandated the formation of parent committees, usually referred to as parent advisory committees.

Individual Parent Roles

For the concept of parental involvement to be effective several things must occur.

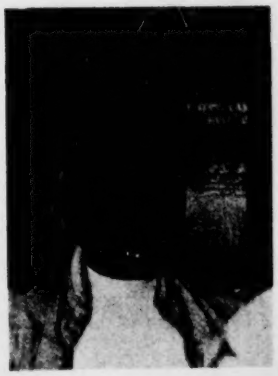
The provisions that sould be part of each program designed for Indian students are:

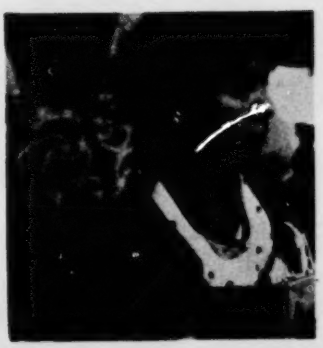
All parents with children served by the program should be involved in the following manner:

- opportunity to express what they feel their children need in terms of an educational program.
- the opportunity to assure that their concerns are reflected in the objectives of the program
- if their concerns are not reflected, then parents should have the opportunity to know why they are not.
- the opportunity to be kept aware of the progress of the program.

Parents should also:

- Take responsibility for becoming involved in the local educational program.
- Inform other parents and citizens about the purposes and accomplishments of your project.
- Attend project open house and parent-teacher conferences.
- Find out from program staff how you can assist by working with your child at home.
- attend parent committee meetings and express your concerns about the project to the people who make decisions.
- Volunteer your skills in such areas as story telling, listening to a child read, or duplicating materials for the teacher are only a few of the areas in which you can be of help.





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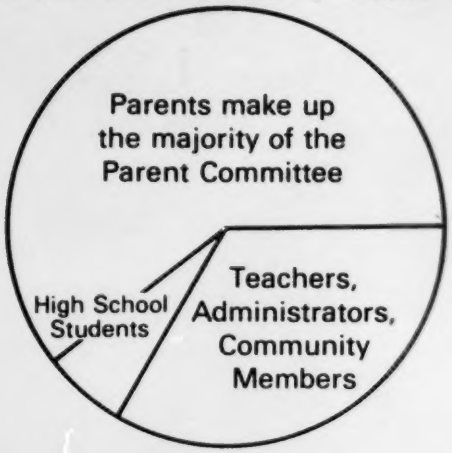
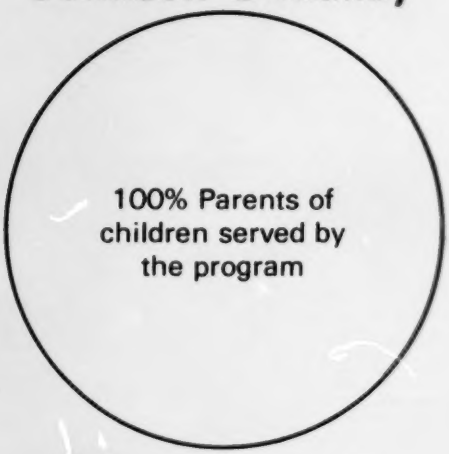
Indian Education, Title IV


Parents make up the majority of the Parent Committee
High School Students
Teachers, Administrators, Community Members

Johnson-O'Malley



ESEA TITLE I

MEMBERSHIP

The Local Educational Agency has the responsibility to develop the parent committee.

Membership varies, but usually involves parents of students assisted under the funded program, teachers serving in the funded school, administrators, and students. Parents generally make up the majority of the committee as reflected in these figures.

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federal register

Local Educational Agency Responsibility

Once the parent committee is organized the funded agency has the responsibility to assist the committee in any way it can to assure that the committee will become part of the educational team in accomplishing the goals of the project. Regulations require that the committee be provided the following:

- Copies of the Act under which the funding is granted. All Regulations and guidelines pertaining to the program.
- Copies of the current application and/or contracts awarded. Prior applications, progress reports, evaluations and other related project information.
- Appropriate training, materials and orientation to assist in carrying out parent committee responsibilities.
- Procedures for coordinating parent committee responsibilities and functions with the local educational agency, including — listening and responding to parent recommendations and suggestions.
- Provide access to programs and financial records.

Department of Health, Education, and Welfare

Office of Education

Indian Education Act; Pro Rulemaking

Part IV

Department of the Interior

Bureau of Indian Affairs

Indian Education

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PARENT COMMITTEE RESPONSIBILITIES

The parent committee is the group which serves to promote active parental involvement in planning, carrying out and determining the effectiveness of the Federally funded program.

The parent committee has the following responsibilities:

- To operate under procedures which are adequate to insure timely meetings and the maintenance of minutes of such meetings.

- To review Federal Regulations, guidelines and program directives.

- To participate in the development of the funded program's applications, the needs assessments, implementation, and evaluation, as well as review progress reports; programmatic and financial.

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- To request copies of the completed application and/or contract awarded.
- Develop By-laws under which the committee agrees to operate.

- To consider the special needs of the children served by the funded program, to present their views, and to make recommendations concerning programs to address the greatest educational needs of the participating children.
- In conjunction with the local educational agency there shall be established procedures for investigating alleged complaints and grievances concerning the violations of the Federal Regulations.

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FEDERAL REQUIREMENTS FOR PARENT COMMITTEES

PURPOSE

Congress realizes the importance of involving parents in the education of their children. The requirement for a parent committee to be formed is an intensive effort by Congress to get parents to serve in a key role in education. By doing so, parents will be assured an active voice in planning, implementing, and evaluating federally funded educational programs.

And then — BIA told me . . . !!!

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INDIAN EDUCATION COMMITTEE

OUTSTANDING FEATURES

Each funding source has its own set of regulations and requirements for Parent Committees. Some are called Advisory Councils, however, there are some outstanding features that appear to be required;

- Have, as majority of its members, parents of current participating students. JOM regulations require all members to be parents of students served.
- Parents participate in the selection of committee members.
- Be given responsibility for advising the local educational agency in the planning, implementation, and evaluation of the programs.
- Receive sufficient information for each committee member to function in an appropriate capacity. This information should include copies of the Act and the Federal Regulations governing the program. The completed application or contracts, and evaluations of the programs.
- Formally meet to provide parents of students to be served an opportunity to submit comments relating to program application prior to its development and/or submission to the granting agency.
- Receive appropriate training and orientation to assist in carrying out its functions as required.

PARENTS

COMMITTEE ORGANIZATION

POSSIBLE ORGANIZATION

Federal Regulations do not outline or specify the parent committee leadership structure. But the local education agency is required by regulations to provide the parent committee's with a considerable amount of information throughout the course of the project year. Furthermore, the parent committee is expected to consider and review, and to act upon that information if necessary.

It is therefore necessary for the parent committee to have some form of organization to enable them to accomplish what it is required to do, as well as other things it may wish to do. The Federal Regulations will have an impact on the complexity or simplicity of the role of the parent committee, but the parent committee ultimately decides on the organizational structure and the degree of involvement they will seek in project planning, implementation, and evaluation within the framework of the Regulations.

As a minimum organizational structure the following characteristics are recommended;

- An organized leadership structure such as:

Chairperson

Vice-Chairperson

Secretary

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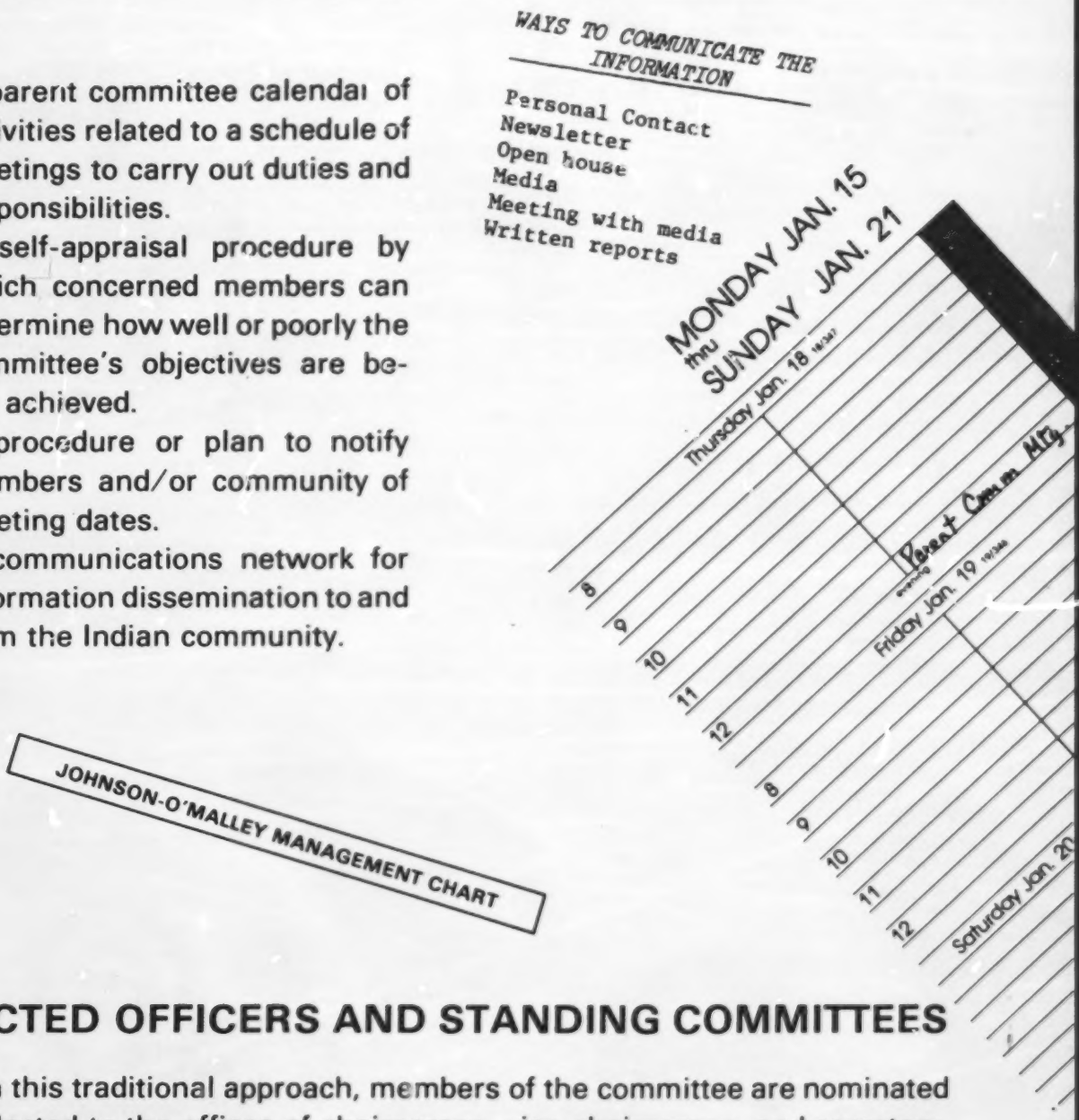
- A parent committee calendar of activities related to a schedule of meetings to carry out duties and responsibilities.
- A self-appraisal procedure by which concerned members can determine how well or poorly the committee's objectives are being achieved.
- A procedure or plan to notify members and/or community of meeting dates.
- A communications network for information dissemination to and from the Indian community.



ELECTED OFFICERS AND STANDING COMMITTEES

In this traditional approach, members of the committee are nominated and elected to the offices of chairperson, vice-chairperson, and secretary. Term of office is usually one year, depending on the length of time the committee members are elected to serve. There are good reasons to consider two year terms for committee members. Those terms can be staggered with two year terms. Officers can then be chosen to serve for two year staggered terms. New members will always benefit from the presence of experienced officers on the management team.

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ELECTING PARENT COMMITTEE OFFICERS

After the election of the Parent Committee there inevitably follows the need to elect officers for managing the duties of the committee. Here are a few hints to help get the process started:

* All committee members should be notified of election time and place.
* Nominate candidates and ask for volunteers for chairperson.
* Give each candidate time to tell his/her reasons and qualifications for serving.
* Provide each member a slip of paper on which to write their selections for the office.
* Have two persons tally votes and announce winner.
* Repeat this procedure for each officer.

APPOINTING COMMITTEES

The chairperson should appoint committees with the approval of members. It is important that appointed committees understand exactly what they are to accomplish, if there is a time limit be sure the committee knows what those limits are. Appointed committees should be given any assistance they may need to complete their assigned task.

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BYLAWS

Bylaws are simply a set of rules that are agreed upon by a majority of the members. They specify how the organization is to be run. Bylaws state generally accepted rules about the structure and operation of the organization. Such as;

Article I — NAME

Section 1: The name of this Committee shall be . . .

Article II — PURPOSE

Section 1: The purpose of this Committee is as follows: It shall be the purpose of the Committee to . . .

Article III — POWERS

Section 1: The powers of the Indian Education Committee are as follows: . . .

Article IV — MEMBERSHIP

Section 1: Nomination of members
Section 2: Selection of members
Section 3: Composition of committee
Section 4: Criteria for membership
Section 5: Length of term
Section 6: Voting of non-voting members
Section 7: Vacancies
Section 8: Duties

Article V — Officers

Section 1: **Officers** — the officers shall be . . .

Section 2: **Election and Term of Office** — Officers shall be elected and shall serve . . . (when, for how long, by whom)

Section 3: **Vacancy** — because of death, resignation, removal, disqualification, or otherwise, may be filled . . . (when, where)

Section 4: **Powers and Duties of Officers** — List officers in Section 1 of Article V and the duties for each

Article VI — MEETINGS

Section 1: **Regular Meetings** — Meetings whall be held . . (where, when)

Section 2: **Special Meetings** — May be called . . . (by whom and for what purpose)

Section 3: **Notification of meetings** to members at least _____ days prior to meeting (to whom, by when, how notified)

Section 4: **Decision of Education Committee** — All decisions or actions of the Education Committee shall be made . . . list conditions)

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By-Laws (Cont.)

Section 5: **Quorum Requirements** (Number necessary to constitute a quorum)

Section 6: **Rules of Procedure** — All meetings shall be conducted in accordance with Robert's Rules of Order or an appropriate adaption.

Section 7: Meetings shall be open to . . .

Section 8: **Written reports** — Shall report activities to . . .

Article VII — AMENDMENTS

Section 1: **Amendment Procedures** — These By-laws may be amended . . . (when, how, by whom, within what guidelines or consistent with regulations)

These By-laws may be amended and new By-laws adopted . . . (by whom, how, when)

Notice of the proposed change shall be mailed to . . . (whom and when)

Article VIII — COMMITTEE

Section 1: Membership

Section 2: Rules

The adoption of a set of By-laws is important, however, one of the real values is the work necessary to set up By-laws. It provides the opportunity for the parent committee to determine how it should function. There are a number of By-laws available that have been developed by other organizations that the committee may want to examine. A sample is included in Appendix A. This sample describes the traditional form of organization. The committee may find that they prefer to develop their own By-laws to reflect the interest of their own membership.

Once the parent committee By-laws have been written, official approval is usually required by the local educational agency. Approval may take a written approval or it may be merely a verbal approval. Be sure to check with the local educational agency for approval process. For example, the Johnson O'Malley Regulations require that a copy of the parent committee's By-laws be on file in the office of the Area Director, Bureau of Indian Affairs.

GRIEVANCE PROCEDURES

REVIEW AND COMPLAINT PROCEDURE

The Local Educational Agency and the Parent Committee shall establish procedures for investigating complaints alleging violation of Federal Regulations or grievance regarding the program. The grievance or complaint procedures are the responsibility of the local educational agency. However, the parent committee should be thoroughly aware of the procedure and the requirements outlined in the Federal Register for the specific funding source under which they serve. The grievance or complaint procedure should include the following elements.

GRIEVANCE PROCEDURE

PURPOSE:

Purpose: A statement which indicated the purpose of the procedure.
— *An Example* — "The primary purpose of this procedure is to secure equitable solutions to complaints or concerns."

Definitions: A statement which defines what grievance refers to in the procedures and which persons can submit grievances.
— *An Example* — "A 'grievance' shall mean any concern or complaint filed by an Indian student, parent, community member and tribal representative relating to the programs funded under Johnson-O'Malley."

Levels/Steps: Outline of steps to follow in hearing and responding to grievances. Include: person or group to report grievance to time limits for responding to grievance adequate advance notice of hearings.

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Example of Grievance Procedure

Level One:

1. Present grievance orally and informally to _____ .
2. If grievance is not resolves, present grievance in writing with any supporting evidence to _____
3. The _____ will respond within _____ days in writing, stating their decision.

Level Two

1. Within _____ days after the Level 1 decision may appeal to _____ in writing.
2. The _____ will respond in writing within _____ days, stating the decision,

The decision of _____ will be considered final.

*Appendix B is an actual grievance.

My Decision Is . . .

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ACTIVITIES OF THE COMMITTEE

PARENT COMMITTEE ACTIVITIES

If Parent Committees are to be effective in their designated role it is important that a schedule of activities to be completed as early in the project year as possible. While it is not practical to suggest any single activity schedule for Committees, the following example of a management plan is recommended to assist the committee in determining its projected work for the year.

ACTIVITY	EVALUATION	PERSON	COMPLE-TION DATE
● Early in the project year, find out the date when the application for the next year funding is to be submitted.	Results will assure funding for the following year.	Project Director and Chairperson of the Parent Committee.	Nov. 6
● Schedule a committee meeting specifically for the purpose of project approval. Carefully coordinated with the local education agency to to assure ther are no secrets or surprises when the submission deadline arrives.	Resulting in every-one having a fair the proposal.	Project Director Contractor	May 30
● Decide how actively the committee will be project design and develop-ment. This will involve a meeting with the project director or administration to determine activities.	Regular meetings can be structured to assure input into	Project Director, PEC members, Contractor	Sept. 1

Activities (Cont.)

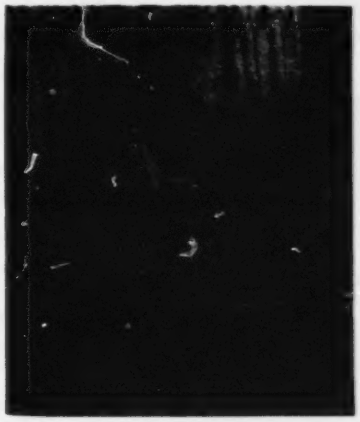
ACTIVITY	EVALUATION	PERSON	COMPLE-TION DATE
● Decide the extent to which the committee will be involved in program evaluation and ongoing program monitoring. Set up that process early in the project year.	Assures smooth program implementation	PEC, Project Director	Sept. 1
● Find out when needed information can be made available. Information should include; evaluation/ progress reports, needs assessment data, and in some instances financial reports and invoices for cost reimbursable contracted programs.	Reports will provide readily available	Secretary of PEC	Sept. 1
● Schedule a series of parent meetings at which the reports can be submitted, reviewed, and discussed.	Meetings will keep parents and community aware of project progress.	Project Director Contractor	Sept. 21
● After the parent committee has completed the above activities, there will be a need to establish the appropriate special committees for specific tasks.	Committee will assist in completion of tasks that will make the PEC more effective in performing required tasks.	Chairperson of PEC with approval of PEC membership	Oct. 1
● Decide on training needs for the parent committee. Organize a delivery system for training, making sure there is open communication with the Project Director, or the official in charge of of the funded project.	Training will make PEC more effective in performing required tasks.	Chairperson Project Director	Sept. 30

PLANNING A PARENT COMMITTEE MEETING

Decide what items need to be covered in the meeting and plan an agenda.

* Mail meeting notices to members, parents and staff in time for them to have them at least one week before the meeting. Be sure the **date, time, place and agenda** are stated in the notice.
* Follow-up reminders, by phone a day or so before the meeting. This will ensure good attendance.
* Plan for refreshments.
* Start on time.
* Set time limits for the business meeting and try to stick to it as nearly as possible.
* Make sure there is time allowed for questions, answers and expression of ideas and opinions before moving on to next item of business.

"I know I brought my agenda with me!!"



"I thought we were going to start at 7:00"

"Let's request that this be placed on the agenda"

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PREPARING AN AGENDA

The chairperson is responsible for preparing the agenda. The chairperson may be assisted by other officers or committee members.

An agenda is a list or an outline of things that the group must discuss at the meeting. It is a reminder of all business that has to be covered, and it serves as a schedule that tells everyone attending the meeting when each item will be considered.

An agenda serves as a guide that the chairperson can use to time the action and to make certain that important matters are not crowded out or overlooked at the meeting. It also gives members a chance to prepare for discussion of business to be covered.

The following outline is presented as a guide for preparing an agenda;

- Check the minutes of the last meeting. Note any unfinished business.
- Include committee or members who are to make reports. Make sure the people who are responsible for making the reports attend the meeting.
- Important letters should be summarized and reported. The secretary should go over all correspondence that has been received since last meetings.
- Check on all new business that has come up since the last meeting and everything that is scheduled to come up before the next regular meeting. All items of business that members should act on should be listed on the agenda.*
- Include time for new business from the floor or for general discussion.

*Suggested Format Appendix C.

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CONDUCTING MEETINGS

The parent committee has the responsibility to make certain decisions regarding the funded program they serve. If this is to occur in practice then it is essential that the members of the committee and especially the leaders of the group, develop the ability to run meetings in an orderly fashion which will ensure that differing points of view can be aired and that business be completed according to schedule. While any number of methods could be devised to achieve this, the outline given below sketches the most common format for conducting meetings:

CALL TO ORDER

- Roll call
- Determination if quorum is present

READING OF PREVIOUS MINUTES

- Name of the group which met
- Kind of meeting, e.g., regular or special
- Place, time and date of meeting
- Presiding officer
- Approval of minutes of prior meeting
- Motions made, by whom, and final action on them
- Time of Adjournment

REPORTS FROM OFFICERS AND REGULAR COMITTEES

- Statement of issue, problems, item of business, etc.
- Method of dealing with it
- Recommendation for action
- Action by broup

REPORTS OF SPECIAL COMMITTEES

ANNOUNCEMENTS

OLD BUSINESS, CONTINUED FROM PREVIOUS MEETING

NEW BUSINESS

ADJOURNMENT

In the course of any group's operations it will be necessary for the members to decide what action to take relating to various items of business. This is usually done by making motions, discussing (and possibly amending) them and putting them to a vote. Members should be familiar with the processes involved.

TYPES OF MOTIONS:

Privileged Motions — concern the rights and privileges of members; these include motions to adjourn, to recess and to register complaints.

Subsidiary Motions — amend or in some other way deal with other motions already before the group; among these are motions to amend a main motion or to refer an item to committee for study.

Incidental Motions — deal with matters which arise out of the group's discussion and which can be quickly settled, points of information and points of order are among these.

Main Motions — introduce new items before the group.

HOW TO MAKE A MOTION

Member addresses the chair
Chair recognizes member
Member makes motion
Another member seconds the motion
Chair restates the motion
The group discusses the motion; if a move is made to amend the motion, the move to amend must be seconded, discussed and voted upon
Vote on motion
Announce the result

TYPES OF AMENDMENTS

To strike a word, phrase, etc.
To insert a word, phrase, etc.
To divide the original motion into two motions
To substitute one item for another

NUMBER OF AMENDMENTS PERMITTED

A motion may be amended
An amendment may be amended
An amendment of an amendment may **not** be further amended

WAYS OF VOTING ON MOTIONS

General consent
Voice of vote
Show of hands
Standing vote (counting members)
Secret ballot

TRY THIS!

A check list is one of the surest measures to a successful meeting. The Parent Committee can design one that will assure all items are covered for their particular group. The example illustrates that it can be kept very simple, but it will assure that nothing is overlooked.

Meeting Checklist **Date** _____

- — Mail meeting notices at least a week before the meeting.
- — Newspaper notices of the meeting have been placed.
- — Telephone committee has the correct info. for follow-up reminders.
- — Refreshments have been taken care of.
- — Baby sitting as been arranged.
- — Meeting facilities are comfortable and adequate (seating, lights, heat)
- — All handouts have been reproduced
- — etc., etc.,

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TRAINING

DEFINITION AND PURPOSE

Training is an organized activity through which parent committee members learn about the funding source under which they serve, their role, rights and responsibilities. Training may be conducted by the funding source, by the local educational agency staff, experienced parent committee members, or by consultants. Training should result in the parent committee playing a stronger role in the planning and evaluation of the program. Training should be extended to the parents of children served in the program. Finally, training should lead to a closer working relationship between parent committee members, parent and local education agency.

POSSIBLE TRAINING

An activity that was recommended in the Parent Activity section of this book, was to identify training needs for the committee. The following is suggested as some possible approaches that a training program could take, or it may be used to "spark" some ideas for training.

- A Fall orientation should provide a basic understanding of the funded program and the basic requirements for the parent committees' role and responsibility.
- Training could be provided for the parent committee to assist them in deciding what steps to take in building a schedule of activities for the project year.
- Training needs will also depend on a number of things, for example, how well the parent committee is organized, what project activities are of interest to the group, and what sorts of problems began to surface.
- It is strongly recommended that problem areas be identified early, and training be arranged to prevent the breakdown of working relationships of all concerned in the project.

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Training

- Perhaps the committee is already organized, the training may then take more specific directions, such as; developing skills in needs assessment activities, the process of developing goals and objectives, or evaluation skills. The important thing to remember is that training should be organized in response to members' needs and interests. A parent committee should never be allowed to feel there isn't need for further training. New ideas and new people will always stimulate new direction and approaches for the parent committee to explore.
- Often the parent committee has difficulty in deciding what training they need and want. The various sections of this book should be helpful in answering that question.

It is well to keep in mind that the better your members and parents are informed and trained in all aspects of the local educational program, the better the chance that the local program will meet the needs of children funded and served. If parents are reached, then so are the children.

Training programs are always necessary in the following areas:

- Review of the local educational agency's approved application and description of the program that is being implemented locally.
- Parent involvement and the identification of the role of parent committees as defined by Federal Regulations as well as State requirements.

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NEEDS ASSESSMENT FOR PARENT TRAINING

The use of checklists can be helpful in determining training needs for Parent Committees. By being clever and practical, the checklist can also be used to determine the effectiveness of the training program.

Pre _____ (date) Interim _____ (date) Post _____ (date)

1 — Not typical of our meeting
2 — Fairly typical
3 — is typical of our meeting

Please assign the number to the statement which best describes the meetings of the Parent Committee.

1. _____ Members of the committee know what items are to be discussed prior to the meeting.
2. _____ Members arrive on time for meetings.
3. _____ Members know procedure for getting items on the agenda.
4. _____ Members carry out their commitments.
5. _____ Members are free to say how they truly feel about a problem.
6. _____ Members keep confidentialities when agree to.
7. _____ A problem is thoroughly understood before a vote is taken.
8. _____ Members ask clarifying questions when in doubt.
9. _____ Members are free to discuss the "real problems which are currently important.
10. _____ Members assist each other in staying on the topic, controlling excessive talkers, and interruptions.
11. _____ Members have a chance to vote on more than one solution to the problems.
12. _____ Decisions made at the meetings are clearly understood by the members.
13. _____ It is clear who is to carry out what decisions and when they are to be completed.
14. _____ Members care about the children in the project for which they are advising, and work on their behalf.
15. _____ Members feel they are important participants in the meetings.

TRAINING ASSESSMENT SURVEY

FOR INDIAN PARENT COMMITTEE, PROJECT STAFF, AND CONTRACTOR (LEA)

DIRECTIONS: Rate the importance of the training topics by placing a check ( ) in the appropriate column.

TOPICS FOR JOM TRAINING	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT
1. Overview of Indian Education Training			
2. Supplemental Programs; Title I, P.L. 94-142			
3. Roles and Responsibilities of Indian Parent Committee			
4. Roles and Responsibilities of Contractor/LEA			
5. The Educational Plan & Application			
6. Developing Educational Goals			
7. Needs Assessment — Overview			
8. Developing Surveys and Questionnaires			
9. Sources of "Needs" & Need Statements			
10. Special & Unique Needs of Indians			
11. Developing Program Objectives			
12. Activities and Procedures of the Educational Plan (narrative description)			
13. Time Lines for Program Activities			
14. Program Contents: a. Affective; Self Concept, Attitudes			
b. Academic, Language Arts, Math			
c. Career & Vocational			
d. Parent Education/Parent Involvement			
e. Cultural Development			
f. Early Childhood			
g. Staff Development			
h. Other			
15. Preschool Programs — Overview			
16. Preschool Curriculum & Activities			
17. Counselors			
18. Aides			
19. Tutors			
20. Parent Volunteers			
21. Planning & Conducting Field Trips			
22. Community Resources			
23. Media & Resource Centers			

JOM TRAINING ASSESSMENT SURVEY

(CONT.)

TOPICS FOR JOM TRAINING	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT
24. Establishing the Indian Parent Committees			
25. Tasks of the Parent Committee			
26. By-Laws for the Parent Committee			
27. Grievance Procedures & Hearings			
28. Effective Meeting Management			
29. Developing Agendas			
30. Developing Job Descriptions			
31. Parent Involvement: Planning, Implementation, Evaluation			
32. Screening and Hiring			
33. Staff Supervision & Evaluation			
34. Communications with the Indian Community			
35. Duties of the Committee			
36. Decision Making Process			
37. Leadership			
38. Newsletters & Information Dissemination			
39. Monitoring by the Parent Committee			
40. Developing the Program Budget			
41. Contracting Special Services			
42. Budget & Program Revision			
43. Invoicing and Reimbursement			
44. Budget and Financial Management			
45. Accounting Log — Audit Requirements			
46. Consultant Contracting			
47. Invoicing & Purchasing			
48. Monthly Progress Reports			
49. Recordkeeping System			
50. Other Reports _____			
51. Equipment & Supplies			
52. Program Evaluation — Process & Monitoring			
53. Program Evaluation — Products			
54. Applying Evaluation Findings			
55. Employee Records			
56. Program Management — A System			
57. Program Administration			

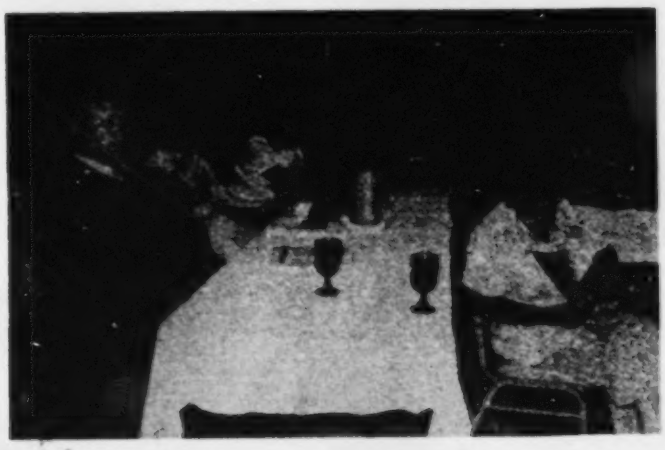
COMMUNITY INVOLVEMENT

KEEPING PARENTS AND COMMUNITY ACTIVE

Remember, each person serving on the Parent Committee is representative of the community the program serves. The Parent Committee meetings should always be open to the community. The Committee should be sure that the opportunity is extended for all to participate in the meeting and the climate is set for freedom of expression and thought. Such actions are important for the development of a sound and strong communication system between the educational agency and the community served.

Beyond that, there are a number of things the Parent Committee can do to make it easier for parents to take an active part in the supporting activities of a funded project.

* Hold meetings at times and places most convenient for everyone.
* Mail meeting notices and agendas at least a week in advance. Name a committee of one to call and remind all parent committee members of meeting time and place.
* Arrange car pools, babysitting swaps or provide babysitting where you meet. This is an expense that can be written into the project.
* Schedule occasional pot-luck dinners, picnics, or luncheons to keep the meetings active and parents involved.



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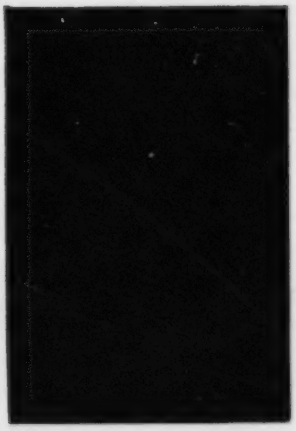

AN OUTLINE FOR PROVIDING TRAINING SESSIONS

- Be sure to find out what the budget limitations are for training.
- Be sure the members of the committee are agreed upon the training needs.
- Select resource persons and materials for the workshop. Do this early to be assured your choice of a resource person. These may be persons from within the local educational agency, or an outside consultant.
- Plan time, place, and the date of the training. Be sure it is convenient for everyone concerned.
- Notify members of the training.
- Plan refreshments, name tags if necessary, sign-in or registration sheets.
- Arrange for handout material to be reproduced if necessary. Provide enough for unexpected visitors.
- Plan for baby sitting if necessary.
- Plan a way to get participant's reaction to the training. This can be in the form of a simple rating sheet. These forms can be used by the committee in the planning of further training.
- Be sure to reconfirm all arrangements prior to the event.

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Example of an evaluation form that can be used to determine the effectiveness of training provided.

WORKSHOP EVALUATION

Representing: (Check)

_____ Indian Education committee member
_____ Parent of Indian Student
_____ Tribal Organization Representative
_____ Public School
_____ Project Staff
_____ BIA
_____ Other (_____)

TRIBAL AFFILIATION _____

BRILLIANT

GOOD

PASSABLE

THE PITS

SHADE THE THERMOMETER TO SHOW HOW YOU FEEL ABOUT THIS WORKSHOP

1. Do you feel that:

   It was really good, I'm glad I came _____
   It was okay, but could have been better _____
   I wish I would have stayed home _____

2. Rate the methods of presentation:

   Excellent _____ Good _____ Fair _____ Poor _____

3. Rate the quality and expertise of the instructors:

   Excellent _____ Good _____ Fair _____ Poor _____

4. List your choice of future training _____

   _____

   _____

5. Other comments regarding the training _____

   _____

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VOLUNTEERS

T utor individuals or small groups.
H elping with special programs; health clinics, school pictures, etc.
E xplaining written directions.

V alue in drillwork with flashcards.
O verall general assistance wherever the teacher may feel necessary.
L istening to individual's oral reading.
U sing reference material and dictionary with children.
N ext assignment or homework being put on board.
T o ditto materials needed for class.
E ven putting a band-aid on now and then.
E ducational games played with individuals or small groups.
R elieve the professional staff of non-teaching duties which cut down on actual teaching time.

Here we are — What's our assignment?

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USE OF VOLUNTEERS TO KEEP PARENTS INVOLVED

One of the most powerful influences for student success is the involvement of the parent in the local level educational program. That involvement must be positive and upbeat, requiring training for volunteers and sometimes for teachers as well as the administration of the local educational agency officials.

The following suggestions are important to the establishment of a parent volunteer program;

- Find out from staff where volunteers can be used in the project.
- Identify persons who want to be volunteers and what their skills are.
- Keep an updated list available for staff to use as resources to call upon.
- Give publicity to the volunteer program, especially individuals.
- Put volunteers on committees.
- Provide training for volunteers.

FOR SUCCESS — Training is the name of the game.

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Identifying Volunteer Skills

ASSESSMENT OF PARENT VOLUNTEER SKILLS, ATTITUDES, AND KNOWLEDGE OF SCHOOL PROGRAM

The following questionnaire is designed to assess your interests, skills, and understanding of the school program. This information will help us in placing you in a specific assignment and to identify your training needs.

1 — not at all 2 — limited 3 — adequate 4 — good 5 — very good

1. To what extent do you feel you could assist students in:

Reading (reading to students, pronouncing words, listening to children read)	1	2	3	4	5
Math (helping with number games, drill using flash cards)	1	2	3	4	5
Spelling (give spelling test, drill students on vocabulary)	1	2	3	4	5
Handwriting	1	2	3	4	5
Language arts (help students write short stories)	1	2	3	4	5
Art (help with crafts, painting, cut outs)	1	2	3	4	5
Music (accompany students, lead sing-alongs)	1	2	3	4	5
Drama (assist with plays, skits, puppet shows)	1	2	3	4	5
Physical education (supervise playground activities, simple games)	1	2	3	4	5
Science (help with special science projects)	1	2	3	4	5
Social Studies (making displays, charts)	1	2	3	4	5
Health (help to teach simple hygiene)	1	2	3	4	5

2. Do you feel you could:

Take attendance, complete forms, and maintain student records	1	2	3	4	5
Run dittos	1	2	3	4	5
Run audio-visual equipment	1	2	3	4	5
Check papers	1	2	3	4	5
Tutor individuals (using materials developed by the teacher)	1	2	3	4	5
Lead a small group discussion	1	2	3	4	5
Put up displays or bulletin boards	1	2	3	4	5
Supervise playground activities	1	2	3	4	5
Make tape recordings of special reading materials	1	2	3	4	5
Develop special units of activities (under teacher direction)	1	2	3	4	5

Identifying Volunteer Skills (cont.)

4. Your philosophy	(1 — disagree	2 — agree	3 — strongly agree)
I feel that it is important to be friendly with children	1	2	3
I feel that each child should be treated as an individual	1	2	3
I enjoy learning new skills	1	2	3
I would like to volunteer because it would bring me closer to my child	1	2	3
I enjoy doing new things	1	2	3
I enjoy working with people.	1	2	3
If I thought it was necessary, I would discipline a child at school.	1	2	3
I am willing to be directly supervised by a teacher and directed in my activities as a volunteer.	1	2	3
When possible, I enjoy designing my own activities.	1	2	3
I feel that the school should provide fun, motivating activities for parents to use in teaching their children in the home.	1	2	3
5. Assessment of training needs:	(1 — disagree	2 — agree	3 — strongly agree)
I would like to learn more about the growth and development of children	1	2	3
I would like to know more about how children learn and ways I can help my child learn.	1	2	3
I would like more information on ways parents can become involved in the school program.	1	2	3

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PARENT VOLUNTEER

A Volunteer is a non-credentialed person, volunteering their time to give supplemental services to their school in order to provide improved education to all children.

A Volunteer works under the direction of a member of the school staff.

A Volunteer is not a substitute for a teacher and is not expected to perform the teacher's professional services.

A Volunteer should not have access to confidential information and a student's progress is always between the teacher and aide.

A Volunteer provides an answer, in part, to the school's awareness of the special needs of the individual children.

A Volunteer is a value to:

1. Each child
2. Teacher
3. School and its program
4. Community

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Volunteers

REQUIREMENTS

1. A love of children and a desire to help should be demonstrated.
2. All volunteers *must* have a current negative TB test.**
3. Volunteer parents should make an effort to be on time.
4. Volunteer parents should make an effort for good attendance. Children and teacher depend on your help once you have started.
5. Volunteer parents should be aware of basic school rules.
6. A good working relationship should develop between the aide and the teacher. The relationship may depend on the two personalities finding each other.
7. Volunteers should contact the school, teacher, or coordinator if they cannot come to school.

**TB tests are given by the local Health Dept.

TRAINING OF VOLUNTEERS

1. On the job training with the teacher in the classroom.
2. Workshops and in-service programs can be a part of most funded programs.
3. Group training sessions may also be given by the school.
4. Volunteers should be aware of the guidelines of any programs in which they are working, such as Title IV A Indian Education, JOM, etc.

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SAMPLE BYLAWS

ARTICLE I NAME

The name of this committee shall be the (name of school) School Site Council.

ARTICLE II PURPOSE

The purpose of this council shall be to:

1. Develop and recommend the school improvement plan.
2. Have ongoing responsibility to review with the principal, teachers, other school personnel, and pupils the implementation of the school improvement program and to assess periodically the effectiveness of the program.
3. Annually review the school improvement plan, establish a new school improvement budget consistent with the *Education Code*, and if necessary make modifications in the plan to reflect changing improvement needs and priorities.
4. Take other actions as required by the *Education Code* and the school district's governing body.

ARTICLE III MEMBERSHIP

Section 1. The council shall be composed of the principal and representatives of: teachers elected by teachers at the school; other school personnel elected by other school personnel at the school; parents of pupils attending the school elected by such parents; and, in secondary schools, pupils elected by pupils attending the school.

At the elementary level, the council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level, the council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) equal numbers of parents and pupils.

At both the elementary and secondary levels, classroom teachers shall comprise the majority of those persons representing school staff.

Council members representing parents, other community members, or pupils shall not be employees of the school district.

Section 2. The membership of this committee shall not exceed _____

Section 3. Resignations will be accepted only upon written notice to the chairperson.

Section 4. Members shall serve for two years. No member may serve for more than one term consecutively.

ARTICLE IV OFFICERS

The officers of this council shall be a chairperson, a vice-chairperson, a recording secretary, and a corresponding secretary.

ARTICLE V MEETING AND QUORUM

Section 1. Meetings shall be held on the third Monday of each month promptly at 7:30 p.m.

Section 2. A simple majority of the membership shall constitute a quorum.

ARTICLE VI AMENDMENT

These bylaws may be amended at any regular meeting by a two-thirds vote of the membership.

ARTICLE VII DUTIES OF OFFICERS

Section 1. It shall be the duty of the chairperson to preside at all meetings.

Section 2. In the absence or disability of the chairperson, the vice-chairperson shall assume the duties of the chairperson.

Section 3. Should both senior officers be unavailable, the recording secretary shall preside.

Section 4. The recording secretary shall keep the minutes of all meetings.

Section 5. The corresponding secretary shall send notices of meetings and/or agenda, attend to correspondence, and send out publicity as directed.

ARTICLE VIII DUTIES OF COUNCIL MEMBERS

It shall be the duty of all council members to:

1. Attend all meetings or *provide an alternate* when it is impossible to attend in person. Such alternates shall have full voting privileges.
2. Accept positions as officers or subcommittee members when so appointed or elected unless unable to carry out the duties entailed.

ARTICLE IX ELECTION OF OFFICERS

Section 1. All officers shall be elected by ballot at the June meeting, written notices of the election having been given.

Section 2. New officers shall assume their duties at the close of the June meeting.

Section 3. No member shall hold the same office more than two years in succession.

Section 4. Should an officer resign before new elections are held, the chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy could be filled.

ARTICLE X COMMITTEES

Section 1. The chairperson shall appoint such committees as he or she considers necessary at any time, or as directed by a majority of the members present.

Section 2. The nominating committee shall consist of five council members. Before the May meeting, the committee shall supervise the election of new members.

Section 3. Standing committees. List standing committees, if appropriate, and their functions.

ARTICLE XI OPERATING RULES

The meetings will be governed by these bylaws, and any dispute will be settled by *Robert's Rules of Order.* The parliamentarian shall be elected by the majority at the first meeting of the newly elected council.

SAMPLE OF ACTUAL GRIEVANCE PROCEDURE

GRIEVANCE HEARINGS

Grievance Hearings

A. Definition

A grievance, as recognized by the procedure described below, may be defined as any aspect of the program, classroom conditions, employee working conditions, employee/parent/citizen relationship which merit attention, resolution, and order.

B. Purpose

To provide a procedure for prompt reviewing, impartial consideration, and equitable disposition of the grievance by an individual student, parent, guardian, or community member.

C. General

1. Parent and students are to be treated fairly in all respects. Community members are to be treated with the same consideration. Any parent, student, or community member who feels that they have been subjected to unfair treatment or discrimination shall have the right to present their grievances according to a procedure such as the one described below.
2. A grievance, as recognized by these procedures, may be defined as an unresolved dissatisfaction with any of the above matters which need attention.
3. The person with the grievance (parent, student, or member of the community) should be free from restraint, coercion, discrimination or reprisal. These expressed rights are individual rights, and should be dealt with as such.

D. Procedure

Parents/Community Members

Grievance Procedure — Step 1

1. All aggrieved persons shall initially present the grievance to the Education Coordinator, both orally and in writing, which shall be recorded on the "Grievance Statement Form". The Education Coordinator shall document all grievances.
2. The Education Coordinator will give immediate attention or schedule immediate further discussion and action, within and not later than three (3) working days pursuant to documentation of the grievance. If the grievance is settled at this point, no further action will be taken.

Step II

1. If the person has not heard from the Education Coordinator within three (3) working days after submitting the grievance, or if the person feels the grievance is unsettled, the person may present the grievance directly to the Indian Education Parent Committee at the next regularly scheduled meeting. If the person feels the grievance to be of extreme importance to the total operation of the school, an immediate Indian Education Parent Committee meeting may be requested, in writing, to the Committee Chairperson.
2. The Committee shall, at its next regularly scheduled meeting, hear the grievance or schedule a special meeting if requested. If the grievance is settled at this point, no further action will be taken.

Step III

1. After Step II of the grievance procedure, if the grievance is still unsettled, the person may request in writing, through the Committee Chairperson or his representative, that the matter be brought before the Tribal Council at their next regularly scheduled meeting. This will be the final disposition of the grievance procedure. Any further action will be the sole responsibility of the grievant.

Suggested Format For Agenda

Topic Title	Person Responsible	Time Allocated	Results Expected
Review suggestions to establish a Native American display at local library.	Ernie Jones	15 min.	Decision by IEC
Project Modification Field Trip Component	Mary Field	15 min.	Approval of modification by IEC